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AUTHOR Minugh, Carol J.; Morse, Dian
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ABSTRACT

This school psychologist's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of school psychologists, this manual is organized into five sections. The first section provides an overview of vocational and career education of handicapped students from the school psychologist's perspective. Topics covered include legislative implications, vocational education, competency-based vocational education, job placement and follow-up services, assessment services, the Individualized Education Program, and consultation. Following a section of references, the third section provides information on specific role responsibilities of psychologists, as shown on the specific responsibilities grid. The final two sections of the booklet consist of a summary of psychologists' responsibilities and an annotated bibliography. Two appendixes discuss school resources and the special needs student and profile 10 vocational evaluation systems. (KC)

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ED229602

PSYCHOLOGISTS

Career Planning and
Vocational Programming
for Handicapped Youth

Prepared by The Alliance for Career and
Vocational Education
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

and

The School District of
Philadelphia
21st and Benjamin Franklin Parkway
Philadelphia, Pennsylvania 19102

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcuse
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

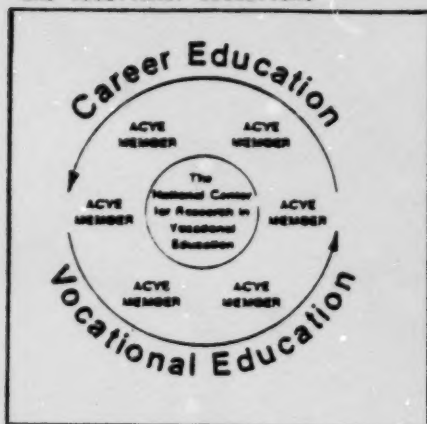
Albert I. Glassman
Executive Director
Division of Career Education

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INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible

by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- Administrators and Supervisors
- Principals
- Teachers
- Supportive Service Personnel
- Psychologists
- Student Evaluation Personnel
- Counselors
- Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Michael Friedman and Lafayette Powell. Special acknowledgement is given to Georgia Zeleznick, and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal researchers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.

OVERVIEW

LEGISLATIVE IMPLICATIONS

The role of the school psychologist is changing and broadening dramatically. The availability of vocational education programs is being extended steadily to handicapped students.

In the recent past, most school psychologists and vocational educators had little or no interface. School psychologists had traditionally served as "gatekeepers" to special education; that is, determining which students were eligible to enter special education programs. As most students were identified at the elementary school level and vocational educators served secondary school students, there was no mutually served group of students. Further, exclusionary practices often prevented those students identified as handicapped from receiving vocational education services. All of this is changing, in large measure due to legislative mandates.

A Look at Legislation

- Public Law (P.L.) 94-142, The Education for All Handicapped Children Act of 1975 states that public agencies will ensure equal access to and availability of vocational education for handicapped students. Vocational education is to be a part of the free, appropriate education for the handicapped. A written Individualized Education Program (IEP) plan is mandated for each handicapped student.

- P.L. 94-482, The Vocational Amendments of 1976, set aside 10 percent of the total grant for handicapped students.
- P.L. 93-112, The Rehabilitation Act of 1973, mandates that handicapped students are to be educated along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped student. This is commonly referred to as providing the least restrictive environment.

With the enactment of Public Law (P.L.) 94-142, The Education for All Handicapped Children Act of 1975, the working relationship of the school psychologist with all school personnel changed. School psychologists now play a key role in the mandated, continuous, multidisciplinary team assessment, placement, and program planning processes for handicapped students; they must have an interactive relationship with staff, parents, and programs.

To bridge potential gaps between vocational educators and school psychologists, each of these professional groups must know more about the needs and competencies of the other.

It is critical that school psychologists now functioning in vocational education settings quickly develop extensive expertise in vocational programs, in addition to their extensive knowledge of special education programming. It can be assumed that in a brief time period all school psychologists will need such expertise.

Vocational Education

Some fundamental concepts are briefly introduced in this manual. Bibliographic references provide excellent sources for further skill development.

There are six levels of modification of vocational education for handicapped students. The school psychologist needs to become familiar with each level and the opportunities or options available to a student within each level. The following chart will assist the psychologist in placement activities, and prepare him/her to work with the vocational teacher in designing individual education plans for students.

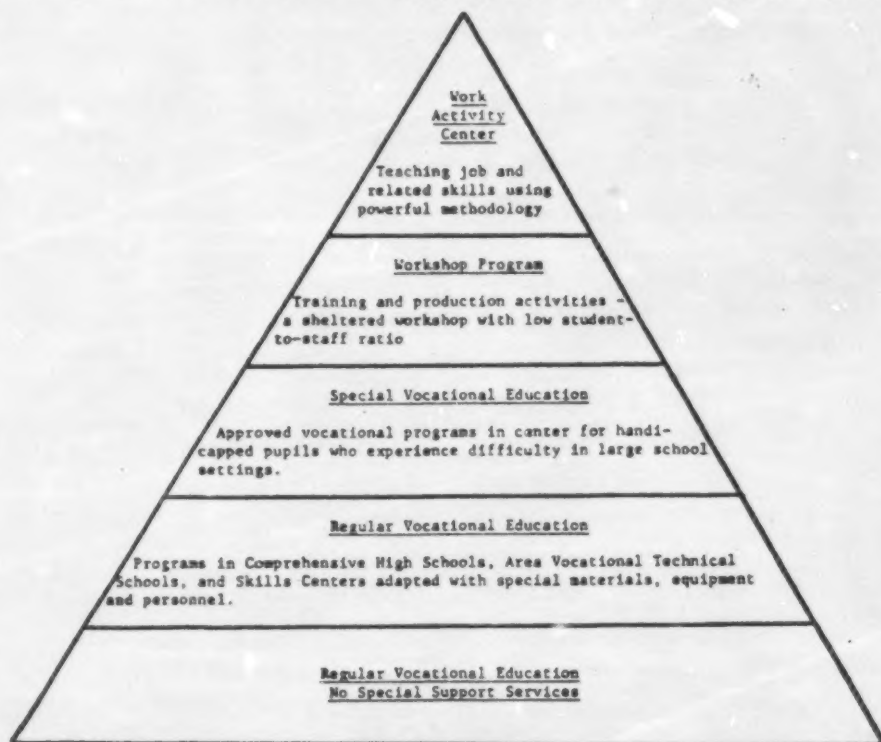


Table 1: Hierarchy of options for vocational education of handicapped pupils, from least to most restrictive.

Competency-Based Vocational Instruction

All students in vocational education programs will be exposed to the competency-based instructional approach. Assessment of the student in direct relation to those competency-based programs will become a primary focus for the school psychologist's diagnostic services.

In providing all students with job skills through vocational education, the school district is utilizing what is called Competency-Based Vocational Instruction (CBVI). It is important to understand some basic points about this unique type of instruction.

Special and vocational educators are faced with the challenge of preparing students with the entry-level job skills to respond to technological advances and changing work force needs. It is important for teachers to determine the criteria for successful performance of specific job skills and to know when and how to assess those skills effectively. Teachers need to know how the labor market in certain occupations will vary and how their programs can adjust to meet changing labor requirements. Teachers are also faced with the challenge of preparing students with entry-level job skills and the ability to perform effectively in the world of work.

Competency-based vocational instruction offers a systematic and flexible instructional approach to address the challenge of teaching new work skills. CBVI is

responsive to the different learning characteristics and learning styles of students and can incorporate a variety of teaching strategies. This instructional method spells out performance requirements in the form of objectives and provides step-by-step directions that lead students toward competency, or successfully demonstrated performance of job tasks. CBI is a flexible, systematic approach in which students work at their own pace in an individualized program. Using a sequence of performance objectives and learning experiences or activities, students work toward successful performance of occupational tasks. Their performance is evaluated on the basis of criteria stated in the performance objective.

Competency-based instruction is an approach to vocational education in which the student is required to demonstrate mastery of identified tasks in order to achieve entry-level competency for an occupation. Actual performance of a task ensures that the student has not only the cognitive knowledge required but also the ability to perform operations that are essential to the job.

Characteristics of a Competency-Based Vocational Instruction (CBVI) program are as follows:

- The CBVI program is based upon employer-verified competencies needed by entry-level workers in specific occupations. The skills, knowledge, behaviors, or attitudes can be demonstrated so that the teacher can assess a student's actual performance as identified in specific evaluation criteria.

- Students know what their own learning objectives are before they start using instructional materials. Performance objectives let the student know the skills that will be learned and the criteria to be used for determining whether mastery has been achieved.
- The student's learning process and instructional materials are individualized. The student's program is self-paced, within reason, and learning activities are tailored to meet individual learning styles and characteristics. Students are provided with simulated situations in order to practice and demonstrate their skills in an occupational setting.
- The student participates in planned supplementary activities and uses resources designed to reinforce the learning activities. The student does not work alone all the time and frequently participates in demonstrations, group activities, and so forth.
- The instructional program is designed to provide immediate evaluation and feedback after each learning experience. Specific, criterion-referenced evaluation devices are used to assess the student's progress and performance.
- Assessment of the student's performance is used as the primary source of evidence for determining entry-level competency. Objective evaluations of the student's knowledge, skills, performance, and attitudes are completed prior to certifying the student as competent to perform entry-level tasks within the given occupation.
- The operational units are generally self-contained and include all of the essential information to accomplish the expected performance. Occasionally, outside references are required when the student can best obtain the information from the original source or when the reference is considered to be a standard by practitioners in the occupation.

- The teacher's and student's roles change. The teacher is a manager or "facilitator" of instruction rather than a dispenser of information. The teacher evaluates a student's performance when that student is ready to demonstrate mastery. The student is involved in planning the program, seeking help when needed, and maintaining awareness of progress.

These characteristics of CBVI programs are based on sound instructional practices and contribute to a solid foundation for vocational curriculum development.

Job Placement and Follow-up Services

Job placement and follow-up services need to be provided so that handicapped students may secure and maintain a job that is suitable to their interests and abilities. Many of the services for the handicapped are the same as they are for the nonhandicapped. These include:

- Referring students to job openings
- Instructing students in job-searching techniques
- Taking job orders from employers and listing jobs
- Following-up on placements of students in jobs
- Soliciting jobs for listings

The following are three major services the psychologist offers in providing appropriate vocational education in the least restrictive environment:

- Assessment services
- Consultation services
- Counseling services

Sections on assessment and consultation services appear in this manual. School psychologists are referred to the counselor's manual for relevant materials on vocational counseling.

Selected tasks for school psychologists functioning in vocational programs include, but are not limited to, the following:

- Develop or select, administer, and interpret a variety of instruments for educational/vocational assessment in collaboration with multidisciplinary team members.
- Translate the resulting assessment data into appropriate educational, decision-making, and behavior management programs.
- Assist students with career, education, personal planning, and problem solving skills.
- Make appropriate referrals and act as a liaison between school and referral agencies in the community.
- Assist learners through work with teachers, counselors, parents, administrators, peers, and employers.
- Develop, implement, and evaluate consultative programs for faculty related to assessment and program planning strategies.
- Select and recommend special instructional methodologies appropriate for individual and group settings for the handicapped.
- Develop and implement strategies to facilitate improvement in self-concept, attitudes, values, and interactions with others.
- Evaluate student program through the IEP review and revision process to acquire evidence of the effectiveness of vocational education programs.

Assessment Services

The school psychologist is involved with the handicapped student from the time the student is identified as needing special education to the time the student leaves the public school system. The psychologist's initial assessment of the student and subsequent interaction with parents, teachers, and supportive services staff is critical to the student's educational success. The ability of the psychologist to communicate with the parents and to develop a team working relationship with school staff paves the way for the student's success in the public school system.

The school psychologist's ability to contribute meaningfully to vocational instructional planning and decision making begins with formal-informal testing in the following areas:

- Individual tests of mental functioning
- Individual tests of visual and motor functioning
- Individual achievement and personality tests
- Aptitude and environment assessments
- Work sampling
- Job analysis

A more complete description of the assessment process is provided in the Student Evaluation Personnel manual, which should be carefully reviewed. Some selected vocational evaluation systems are described in Appendix B.

Vocational assessment must be completed as the IEP is developed. Vocational assessment provides insight into students' vocational potential--their abilities, interests, and the work environment best suited to them. Assessment must be multidisciplinary and nondiscriminatory. Assessment instruments and techniques must test what they purport to test. Assessment can be both formal (use of standardized tests) and informal (use of observation, work tryouts, work samples, class tryouts, and other means).

Vocational assessment is completed for instructional decision making, not classification purposes. Rather than merely labeling a student as "educationally blind" or of "low average intelligence," diagnosis for decision making focuses on recommending procedures that the teacher, parent, counselor, social worker, or therapist should use to assist with the student's development. The ability of the school psychologist to relate formal and informal test results to all aspects of competency-based instructional programs will be the key factor in assessing the utility of assessment data. The psychologist must have some knowledge of competency-based course.

Special Considerations In Testing the Handicapped

Examiners may deviate from standardized testing procedures to accommodate the needs of the student as long as this is noted in the assessment report. In fact, with certain handicapped students it best suits student needs if the examiner does deviate from the standardized procedures: a student with a manual disability may not be able to pick up small blocks but may be able to handle large ones; braille or orally presented versions of a test may be needed for a blind student; signs/fingerspelling of test items may be required for the hearing impaired.

Keep in mind that even though adaptations may be needed for many students, the validity and reliability of the original standardized test will be altered when the test is modified. Even with modifications, test conditions for the handicapped are not equal to those for their nonhandicapped classmates. For example, a matching test that is administered orally to blind students may require that students store more information in their minds than would be required of sighted individuals reading the test to themselves.

Special considerations, then, do need to be taken into account when testing handicapped students. Some generally accepted testing practices recommended by professionals who have expertise in testing and assessing handicapped students are as

follows:

- Determine the degree of handicap and its effect on the student's understanding and performance on a test.
- Use practice items to assure understanding of procedures.
- Minimize anxiety by administering easier items first.
- Administer performance items first if handicap limits verbal ability and verbal items first if handicap limits performance ability.
- Arrange physical surroundings to accommodate handicap.
- Allow extended time limits if test is measuring capacity for performance of a task.
- Shorten test periods to accommodate fatigue.

Preparing a Vocational Assessment Report

Following a comprehensive vocational assessment of a student completed in collaboration with CSET members, a report should be prepared that reflects the state of the student's vocational aptitudes, interests, assets, limitations, and special needs for vocational placement. Several items should be considered when preparing the assessment report. They are as follows:

- Develop a standardized form. It helps ensure comprehensiveness and can be used for baseline data to monitor progress.

- Give concise information for determining the student's placement for appropriate vocational education.
- Prepare the report with full knowledge that parents, school personnel, and other members of the IEP team will read and use the report.
- Avoid unfounded judgments. Report in clear, objective style.
- Stress the student's strengths. Avoid any emphasis on exclusionary statements.

Components of the assessment report should include the following:

- Readiness skills for assessment
- Specific traits assessed (such as behavioral, aptitude, motor, and so forth)
- Results of the various components of assessment such as test results, work sample results, production records from workshop or prevocational activities, results of exploratory course tryouts, and results of vocational counseling
- Specific problems in various areas of assessment
- Major assets
- Determination of current potential for vocational training and placement
- Supportive needs required to achieve vocational success (medical help, psychological counseling, social skills development, academic remediation)
- Physical modifications of equipment and facilities that are needed in the vocational training area
- Recommendations for follow-up services
- Recommendations for vocational training and placement

The Individualized Education Program (IEP) Plan

School psychologists are now expected to play a comprehensive role in the process of relating vocational program planning, in the development of the IEP. Possible roles for school psychologists related to each mandated component of the IEP follow:

Components of the IEP as Required by P.L. 94-142

A statement of the student's present
levels of educational performance

A statement of annual goals, including
short-term instructional objectives

Possible Implications for School Psychologists

An educational history "workup"
prepared in writing for the IEP
team

Administration of aptitude,
work interests, general
intelligence, achievement, and
self-appraisal tests, and so
forth

Counseling interviews with
students and parents to
ascertain educational and
occupational interests

Consultation with faculty and
school counselor relative to
student's special needs

A statement of the specific special education and related services to be provided to the student, and the extent to which the student will be able to participate in regular educational programs

The projected dates for duration of services and anticipated duration of the services

Appropriate objective criteria and the evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being met

Consultation with faculty, relative to special needs of students

Consultation with supporting service staff to describe student needs

Consultation with faculty relative to special needs of students

Administration of achievement and self-appraisal tests

Preparing written progress summary for IEP conferences

Consultation

To facilitate mainstreaming, vocational teachers can greatly benefit from information about instructional and behavioral management techniques that work most effectively with handicapped students. The consultation services available to vocational teachers and support staff from the school psychologist could include the following:

- Consultation to design individual behavioral management programs for handicapped students
- Consultation to design individual instructional programs for handicapped students

- Assistance with general curriculum development
- Assistance in modifying the school environment, labs, and equipment for handicapped students
- Identification of potential learning rates for students so that vocational teachers can have reasonable expectations for each student

Through consultation, the psychologist can work with vocational teachers to:

- Update skills for working with handicapped students
- Introduce teachers to new skills
- Help teachers understand the unique behavioral and learning characteristics of handicapped students

The new role of the school psychologist in supporting vocational education programs for the handicapped is a challenge that can yield great benefits. Each school psychologist will be expected to meet that challenge by applying his/her expertise to the fullest extent.

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SPECIFIC ROLE RESPONSIBILITIES FOR PSYCHOLOGISTS

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibilities grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.
2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.
3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.
4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.
5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

JOB TITLE Psychologist

DEPARTMENT Clinical Services

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Initiation of Task	Task Description
1. Referral for initial evaluation or for reevaluation	1. Participate in pre-CSET and consider relevance of long range career education/vocational education programming for the student.
2. Request for evaluation and result of pre-CSET	2. Conduct evaluation to determine: • intellectual functioning • adaptive behavior level • social and emotional adjustments • academic levels • career awareness/prevocational skill level
3. Completion of all evaluations	3. Participate in CSET meeting
4. Request of parent(s) or administrator	4. Participate in IEP conference

REPORTS TO District Superintendent

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • discussion/review of records • background information	1. • other CSET members	1. Recommendations for evaluation, and identification of evaluation and personnel who will evaluate
2. • formal and informal assessments using standardized and non-standardized instruments • classroom observations • interviews of parent(s), teachers, and others	2. • student • parent(s) • teachers • administrators • counselor	2. Descriptions of levels of functioning in each area integrated into a diagnosis and recommendations for programming
3. • evaluation results and reports	3. • other CSET members • student, when appropriate	3. Diagnosis and recommendation for programming to include career development activities
4. • IEP document • team report • evaluation reports	4. • parent(s) • school staff as designated by principal • student, when appropriate	4. Appropriate educational planning for the student as delineated on the IEP

JOB TITLE Psychologist

DEPARTMENT Clinical Services

Page 2 of 2

Initiation of Task	Task Description
5. Administrator or teacher request included on the IEP	5. Provide consultation to instructional personnel relative to instruction and behavior management techniques for individual students

REPORTS TO District Superintendent

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
5. • observation • interview • review of previous records	5. • special education teacher • student, as appropriate • parent, as appropriate • career education/vocational education teacher(s) • counselor • administrator	5. Clearer understanding of child's needs, increased teacher effectiveness along with changed staff attitudes and implementation of IEP and/or recommendations for modifications of IEP

SUMMARY

The role of the school psychologist as it is extended into career planning and vocational programming requires cooperative and collaborative relationships between psychologists, teachers, and administrative personnel. The assessment of the handicapped student's academic and motor skills, and the prescription of appropriate learning activities and objectives coupled with evaluation techniques are the responsibilities of the school psychologist. In addition, the psychologist is involved in counseling, consulting with, and providing training to administrators, teachers, parents, and other supportive service staff. It is important that all of those who come into contact with and provide assistance to handicapped students emphasize the students' potential rather than those things that the student cannot do. The psychologist plays an important part in providing sufficient information about each student to ensure that this happens.

In order to further assist the psychologist, the Philadelphia School District personnel, in collaboration with the Alliance Staff, has developed a grid of responsibilities. The specific role responsibility grid will assist the psychologist in carrying out the various tasks.

ANNOTATED BIBLIOGRAPHY

Entries in this bibliography were collected and catalogued for use by psychologists in the Philadelphia School District.

The objectives are to provide assistance--

- In the identification of materials to be utilized for both general curriculum and specialized programs;
- locating materials that present procedures and methods for serving both special education and vocational education.

Entries in this bibliography were identified through literature searches of the Educational Resources Information Center (ERIC) Clearinghouse which consists of:

- articles from over 700 journals indexed by the Current Index to Journals in Education (CIJE) and
- research reports, papers, bibliographies, and books indexed by Resources in Education (RIE).

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Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet focuses on educational management as a plan for responsibility which requires interlocking relationships between several agencies to do its job. Decision-making limits and how interactions between different groups affect management are discussed to give educators an understanding of how to work with management to give handicapped students the education they deserve and are entitled to by law. Specific topics discussed include the following: agencies responsible for management (federal, state, local, school center), designing an individualized educational plan, an individualized educational plan staffing, funding formula, and program evaluations. A self-test is included for pre and posttest evaluation. (TA)

ED 153046 08 CE015782

Evaluation and Placement.

Schwartz, Stuart E.

Florida Univ., Gainesville. Coll. of Education.

.7197. 22 p : Photographs throughout booklet may not reproduce well: For related documents see CE 015 749-754

Sponsoring Agency: Office of Education (DHEW). Washington, D.C.

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One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet discusses the role of medical, social, educational, and psychological tests in estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre- and post test evaluation. (IA)

ED 179570 TM009850

Correlation of School Instructional Materials to the Social and Prevocational Information Battery.

Texas Education Agency, Austin. Learning Resource Center.

May 1979 62 p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052);

BIBLIOGRAPHY (131)

Geographic Source: U.S./Texas

Journal Announcement: RIEAPR80

Government: State

Selected curricula and instructional resources are correlated to items within each subtest of the Social and Prevocational Information Battery (SPIB). SPIB tests include: purchasing habits; budgeting; banking; job-related behavior; job search skills; home management; health care; hygiene and grooming; and functional sign reading. The selections are representative of materials available commercially to train handicapped students and are intended as guidelines in developing Individualized Education Programs (IEP). The information is contained in three columns: (1) the name of the SPIB subtest and related items; (2) names of curricula related to the test items; and (3) instructional resources which pertain to a subskill in the test area. The columns for curricula and resources are not interrelated but each is relevant to the test area. Bibliographic information on the curricula and publishers' addresses are appended. (MH)

Alley, G.R., and Foster, C. Nondiscriminatory testing of minority and exceptional children. Focus on Exceptional Children, 1978, 9, 1-14.

Alley and Foster review the issues involved in assessing minority and handicapped persons fairly, and make recommendations concerning ways to insure that tests are administered in ways which do not discriminate unfairly.

Barrows, T.S., Campbell, P.B., Slaughter, B.A., and Trainor, M.L. Psycho-educational diagnostic services for learning disabled youths: Research procedures. Omaha, Nebraska: Creighton University, 1977.

This document outlines the diagnostic procedures that are being employed in a research and demonstration program that is investigating the relationship between specific learning disabilities and juvenile delinquents. The documentation of the procedure that was followed will be useful to researchers, clinicians and others who are concerned with making determinations regarding the presence of learning disabilities in adolescents.

Bolton, B. (Ed.). Handbook of measurement and evaluation in rehabilitation. Baltimore, Maryland: University Park Press, 1976.

Seventeen chapters in this edited volume were prepared by experts in psychometrics, clinical assessment, and counselor education¹ each designed to cover a different aspect of psychological measurement as applied in the evaluation of disabled clients. There is a chapter on outcome measurement and one on assessment of counselor performance.

Carlson, L.A. The nexus: Test results to insight for remediation. San Rafael, California: Academic Therapy, 1973.

This work is a guidebook designed to help teacher's understand more about commonly used standardized tests and assist them in interpreting scores. The author stresses information which would be helpful in relating test results to remedial plans.

Droege, R.C., and Mugaas, H.D. The USES testing program. In B. Bolton (Ed.). Handbook of measurements and evaluation in rehabilitation. Baltimore: University Park Press, 1976.

This is a look at the test research program services provided by the United States Employment Service. Explored are various types of occupational tests used, and their specialized application to different handicapped groups, namely, the deaf, the mentally retarded and the educationally deficient.

Giles, M.T. Individual learning disabilities: Classroom screening instrument. Adolescent level: Grades 4 through 12. Administration and scoring manual with remedial suggestions. Evergreen, Colorado: Learning Pathways, Inc. 1973.

The purpose of this screening instrument is not to diagnose, but to provide preliminary and very early identification of students with possible learning problems. It is intended to help the teacher assess the areas in which a student may be having learning difficulties.

Reschly, D.J. Non-biased assessment and school psychology.

Des Moines, Iowa: Department of Public Instruction, Pupil Personnel Service Branch, 1978.

This publication addressed the topic of non-discriminatory assessment. The issues which led to the legislation, judicial inquiry, and directives from federal and state agencies regarding non-biased assessment are discussed and implicit assumptions clarified. Most important are the specific recommendations which reflect an attempt to provide a guide to school psychologists. The concern here is to insure quality in assessment for all children including non-biased assessment with minority persons.

Scannell, D.P. A positive view of standardized tests. Focus on Exceptional Children, 1978, 10 (5), 1-10.

Scannell presents a case for the use of standardized tests in educational planning and programming. In so doing, he makes it clear that standardized tests are not perfect tools, and points out several reasons why this is so: a) a test's value is influenced largely by the skill with which people interpret and use test results; b) tests only sample the domain they claim to measure; c) they are neither complete nor infallible instruments; d) they do not tap innate student characteristics; and e) they do measure all the topics of importance or interest to schools and individuals.

Singerland, B. Why wait for a criterion of failure. Cambridge, Massachusetts: Education Publishing Service, Inc., 1974.

This booklet briefly describes the way school systems can, through early screening, identify students with language development disabilities (weakness in auditory, visual or kinesthetic function). The report illustrates how schools can provide preventative instruction tailored to the needs of this population within the economy of normal classroom settings.

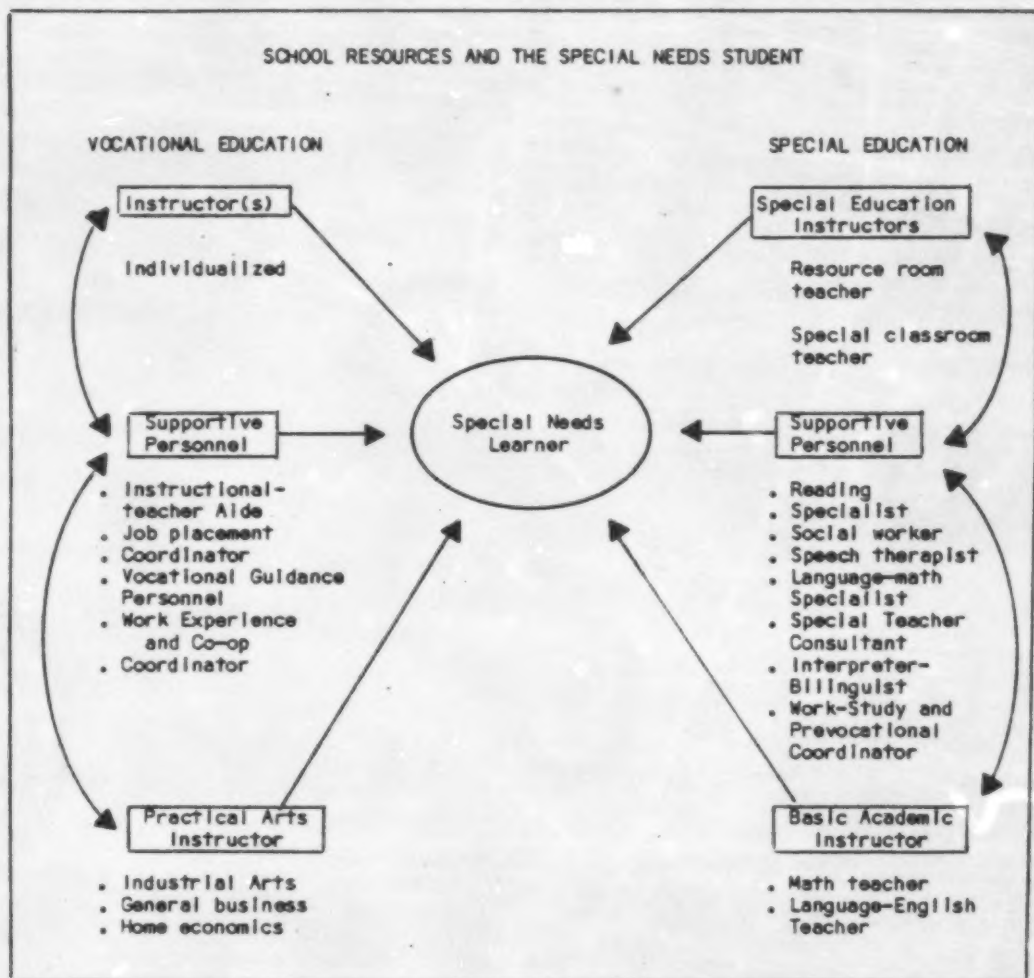
Department of Health, Education and Welfare. Resurge '79: Manual for identifying, classifying and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482). Washington, D.C.: U.S. Dept of Health, Education and Welfare, 1979

The purpose of this publication is to provide resource information for State staff in planning, implementing and evaluating programs and services for students with special needs. The document is also designed to serve as a basis for compatibility in reporting enrollments and other pertinent information about vocational education programs for special needs students.

APPENDICES

APPENDIX A: SCHOOL RESOURCES AND THE SPECIAL NEEDS STUDENT

An example of the possible coordination of school resources for the handicapped student is depicted on the following diagram.



Note: Adapted by permission from Phelps and Lutz, Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, 1977.

APPENDIX B: TEN VOCATIONAL EVALUATION SYSTEMS

Comprehensive Occupational Assessment and Training System (COATS)

Four major components: Living Skills, Work Samples, Job Matching System, and Employability Attitudes. Work samples can be administered in one audiovisual station, are individualized, self-paced, computer scored, and assess the individual's interest, performance capability, and general behavior relative to job clusters such as: sales, food preparation, barbering/cosmetology, small engines.

Hester Evaluation System (H.E.S.)

Based on the Data-People-Things levels of the D.O.T., this system consists of twenty-six separate tests measuring twenty-eight independent ability factors. Performance tests can be administered in five hours by a competent technician who has been formally trained in use of the system in two three-day sessions in Chicago. Test results can be processed by the computer center and the printout relates results to job possibilities listed in the D.O.T.

Goodwill Industries
120 South Ashland Blvd.
Chicago, IL 60607

Jewish Employment and Vocational Service (JEVS) Work Samples

The twenty-eight work samples in this system were originally intended for use with culturally disadvantaged youth but have also been successfully used with many physically, emotionally, and mentally handicapped individuals. Exposes students to a variety of vocational possibilities. Also relates findings to D.O.T. A two-week training session is required for those who purchase the system.

Jewish Employment and Vocational Service
1913 Walnut Street
Philadelphia, PA 19103

McCarron-Dial Work Evaluation System

System attempts to assess the individual's ability to function in one of five program areas: day care, work activities, extended sheltered employment, transitional sheltered employment, and community employment. The first three factors can be assessed in one day. Two weeks of systematic observation in a work setting are required for the other two factors. Training of one to two weeks is required.

Commercial Marketing Enterprises
11300 North Central
Dallas, TX 75231

MICRO-TOWER

Institute for Crippled
& Disabled
340 East Twenty-Fourth Street
New York, NY 10010

A cue-stop cassette tape unit presents the instructions, and a photobook is used to illustrate related occupations and various steps within the thirteen work samples for individuals with mild (educable) retardation through the normal range, adolescents, and adults. The work samples are: bottle capping and pecking, graphics illustration, making change, message taking, zip coding, payroll computation, electronic connector assembly, record checking, blueprint reading, filing, want ads comprehension, mail sorting, and lamp assembly. A learning period is permitted before evaluation--an appealing feature for individuals with learning problems. The entire evaluation takes three to five days.

The Singer Vocational Evaluation System

Singer Education Division
80 Commerce Drive
Rochester, NY 14623

Reading is not required as this system uses audiovisual techniques to transmit instructions at a series of sampling stations. Some of the work stations are: sample making; bench assembly; drafting; electrical wiring; plumbing and pipefitting; carpentry and woodworking; refrigeration, heating, and air conditioning; soldering and welding; sales processing; needle work; cooking and baking; small engine service; medical service; cosmetology; data calculation and recording; soil testing; photo lab technician; and production machine operating. Each system measures both interest and aptitude. Training in administration is not required but strongly suggested.

Talent Assessment Program (T.A.P.)

Milton Nighswonger
7015 Colby Avenue
Des Moines, IA 50311

This system of ten work samples was developed to assess the individual's functional characteristics applicable to work in industrial, technical, and service areas. Several individuals can be tested at the same time and the test can be administered in about two hours. Directions are given orally. The system consists of a battery of perceptual and dexterity tests that measure fine and gross finger dexterity, visual and tactile discrimination, and retention of detail. Training is required to use the system and takes one and a half days.

The Valpar Component Work
Sample Series

655 N. Alvernon Way
Tucson, AZ 85716

The sixteen work samples are: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and Valpar Corporation aptitude, independent problem solving, multilevel sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection, money handling, integrated peer performance, electrical circuitry and print reading, and drafting. The samples are keyed to the Worker Trait Arrangement on the D.O.T. Two weeks of training are recommended but not required.

Vocational Information and
Evaluation Work Samples
(VIEWS)

Jewish Educational and
Vocational Service
1913 Walnut Street
Philadelphia, PA 19103

Consists of a battery of hands-on activities in a simulated work environment to assess work potential of persons with learning disabilities and mental retardation. Does not require reading ability, and incorporates the use of demonstration, practice, and repeated instruction to gain insight into the individual learning style and relates it to future instructional experiences. Reveals changes in learning and performance quality and rates while assessing vocational potential. Training in the system is required.

Wide-Range Employment Sample
Test (WREST)

Guidance Associates of
Delaware
1526 Gilpin Avenue
Wilmington, DE 19806

Its primary purpose is to evaluate dexterity and perceptual abilities. Consists of ten work samples: single and double folding, pasting, labeling, and stuffing; stapling; bottle packaging; rice measuring; screw assembly; tag stringing; switch pasting; collating; color and shade matching; and pattern making. Administration time is about one and one half hours for individuals and two hours for groups. Industrial norms, short administration time, and precise instructions are its strengths. Useful for moderately and mildly limited persons. No training is required for its purchase.